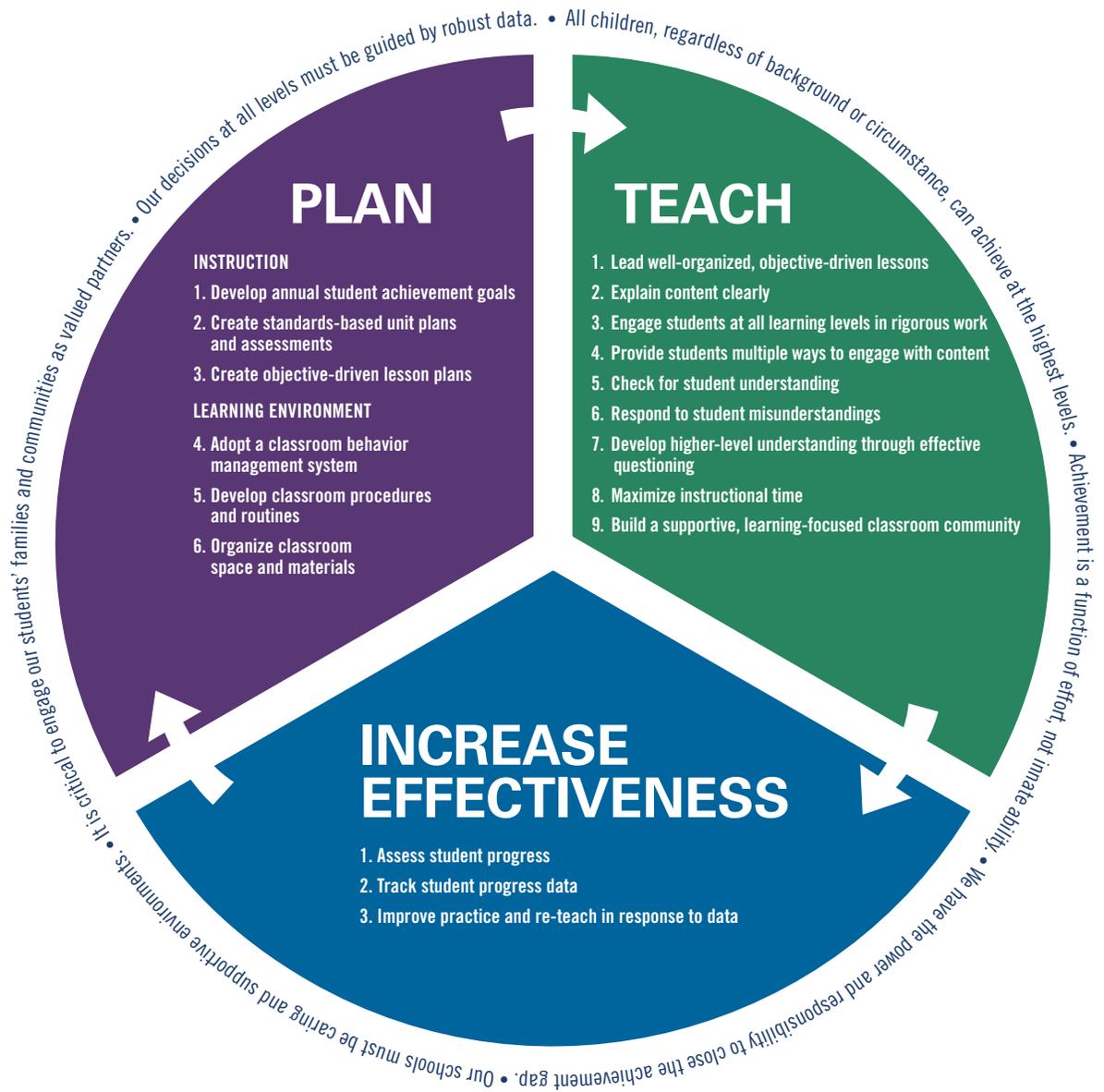
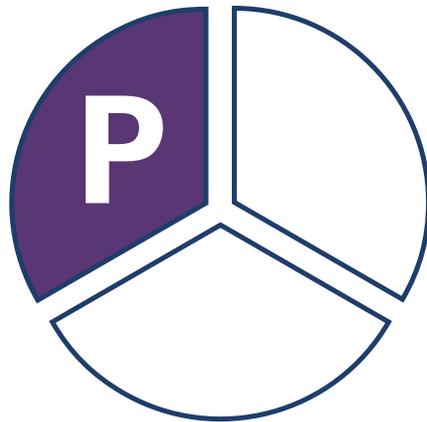


DCPS TEACHING AND LEARNING FRAMEWORK

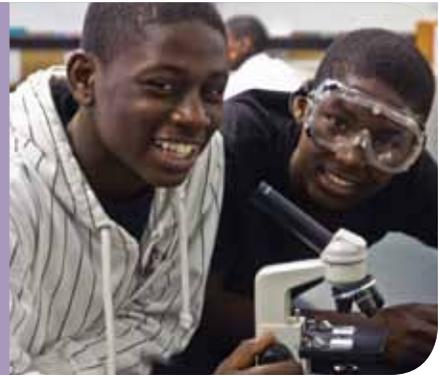
EFFECTIVE TEACHERS ...



PLAN



P1



EFFECTIVE TEACHERS ... DEVELOP ANNUAL STUDENT ACHIEVEMENT GOALS

WHY THIS IS IMPORTANT

Annual student achievement goals allow effective teachers to focus instruction on key outcomes. The development of explicit goals drives student achievement by:

- clarifying to teachers what students should know and be able to do by the end of the year,
- providing students with clear expectations for achievement, and
- guiding teachers' decisions about instructional methods, pacing, materials, and assignments.

Ambitious and measurable student achievement goals also provide direction and motivate both teachers and students to work with a sense of urgency and persistence. Students derive satisfaction from pursuing goals that are clear, achievable, relevant, and valuable.

Finally, setting explicit goals allows for monitoring of student progress, analysis of instruction, and improvement of instructional plans.



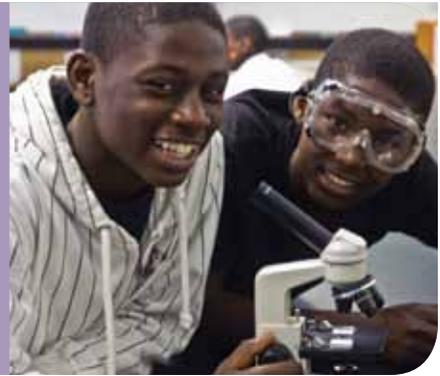
WHAT THIS LOOKS LIKE

Effective teachers develop annual student achievement goals that are aligned to the content standards and are ambitious and measurable.

- Ambitious goals strive for students to achieve at a level beyond what their past academic achievement might predict.
- Measurable goals can be clearly assessed and allow teachers to monitor student progress toward attainment.

Students should be able to communicate the goals in a developmentally appropriate manner. Students should also be able to articulate how they will know they have reached the goals.

P2



EFFECTIVE TEACHERS ...

CREATE STANDARDS-BASED UNIT PLANS AND ASSESSMENTS

WHY THIS IS IMPORTANT

Effective teachers logically group content standards into units of study, identify essential questions to guide student learning, and design summative assessments for their units. When unit plans and assessments are aligned to standards, a clear picture of teaching and learning priorities emerges.

By planning with the end in mind, teachers create units focused on the desired student learning outcomes. Purposeful unit planning ensures that each day's lesson builds on the previous day's objective and informs future lessons. This logical sequencing facilitates students' content mastery.

Finally, long-term planning ensures sufficient allocation of instructional time to various skills and concepts throughout the year. Teachers who carefully plan instruction are able to maximize the depth and breadth of content covered during the school year.

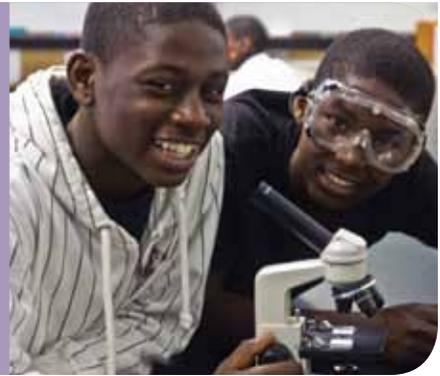


WHAT THIS LOOKS LIKE

Based on the annual student achievement goal, an effective teacher plans units by: 1) identifying the DCPS content standards that his/her students will master in each unit; 2) articulating essential questions for each unit; 3) creating assessments before each unit begins (“planning with the end in mind”); and 4) allocating an instructionally appropriate amount of time for each unit.

- Essential questions are guiding questions that promote student inquiry and curiosity, encourage open discussions, and create opportunities for multiple connections to life outside of school and to other academic subjects. For any given unit, all or nearly all students can communicate, in a developmentally appropriate manner, the essential question(s) of the unit.
- Assessments evaluate students’ mastery of the content standards and allow students to demonstrate their understanding of the essential questions.

P3



EFFECTIVE TEACHERS ... CREATE OBJECTIVE- DRIVEN LESSON PLANS

WHY THIS IS IMPORTANT

The goal of daily lesson planning is to ensure the construction of meaningful learning experiences for all students in the classroom. Planning requires careful deliberation that takes into account the most effective utilization of time, the selection of high-impact instructional materials and strategies, and the performance and interest levels of students.

Clearly defined objectives matched with effective instructional strategies result in highly effective daily lessons. Objective-driven lessons ensure that all instructional decisions are made to further students' progress toward content mastery.

When lessons are planned in response to student performance and interest levels, they facilitate deeper levels of learning and result in higher levels of engagement and motivation. The most effective lessons reflect high teacher expectations and include thoughtfully selected instructional strategies and materials.



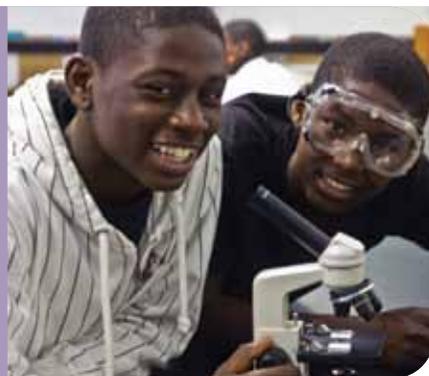
WHAT THIS LOOKS LIKE

Effective teachers create lesson plans by assuring that:

- the objective of the lesson aligns to a content standard,
- the selected strategies, resources, and activities will effectively help students achieve the intended learning objectives, and
- students will be assessed on their progress toward mastery.

Effective teachers consistently use data to identify the academic needs of their students and to inform the design of their daily lesson plans.

P4



EFFECTIVE TEACHERS ...

ADOPT A CLASSROOM BEHAVIOR MANAGEMENT SYSTEM

WHY THIS IS IMPORTANT

An effective classroom behavior management system serves as a prerequisite for effective teaching and student learning. When behavior management systems are thoughtfully planned and implemented, students have a clear understanding of behavioral expectations, allowing for more instructional time focused on student learning.

Effective classroom behavior systems set clear and consistent behavioral expectations that help create supportive learning environments for students. The use of clear rules is a powerful, preventative component of classroom behavior management systems. Effective teachers explicitly teach what behaviors are expected of students, what behaviors will be reinforced, and what the consequences are for inappropriate behavior.



WHAT THIS LOOKS LIKE

Successful classroom behavior management systems include:

Norms/Rules that are:

- Clear
- Age appropriate
- Positively worded
- Few in number

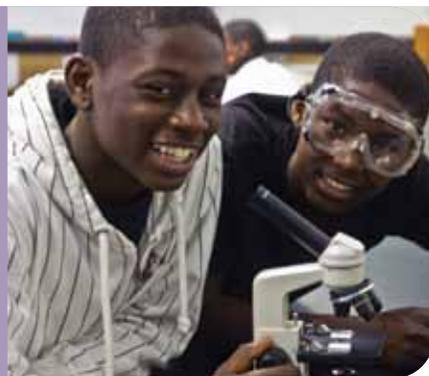
Positive and negative consequences that are:

- Appropriate and logical
- Gradual and progressive

Tracking systems that:

- Promote desired behaviors
- Minimize disruption to instruction
- Are easy to manage
- Hold students, groups, and classes accountable

P5



EFFECTIVE TEACHERS ... DEVELOP CLASSROOM PROCEDURES AND ROUTINES

WHY THIS IS IMPORTANT

Effective instruction cannot occur in a chaotic environment, and planning effective classroom procedures and routines helps foster a supportive learning environment.

Teachers make numerous small, but important decisions about how best to use instructional time. When teachers develop expectations for classroom procedures and routines that are internalized by students, instructional time is maximized. This reduces time off-task and increases the amount of time students are engaged in learning.

Routines and procedures that are well-designed and well-executed maximize the value of each minute in the classroom.



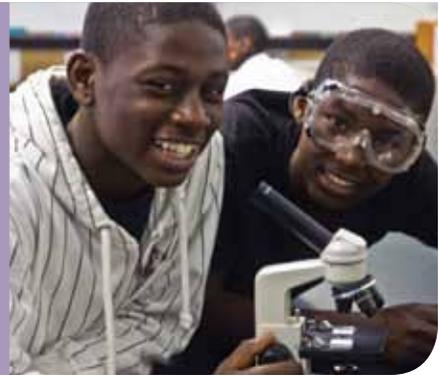
WHAT THIS LOOKS LIKE

Effective teachers consistently plan, teach, and implement procedures and routines starting on day one.

Students know what they are expected to be doing throughout the day/class so that both teachers and students can focus on instruction. Effective teachers implement clear step-by-step expectations for all common classroom routines, including:

- Taking attendance
- Passing out materials
- Bringing the classroom to attention
- Working collaboratively with peers
- Lining up
- Using the restroom
- Transitioning to different space
- Turning in papers/homework

P6



EFFECTIVE TEACHERS ... ORGANIZE CLASSROOM SPACE AND MATERIALS

WHY THIS IS IMPORTANT

The organization of classroom space and materials has an impact on the interactions among students and between students and the teacher. A well-organized classroom supports instruction, reinforces student learning, showcases student work, and promotes student achievement.

The arrangement of a classroom can also reflect the needs of individual students and the type of learning that is going to take place. For instance, certain arrangements of student desks may foster meaningful student interactions and discourage misbehavior and disengagement.

Finally, when classroom space is used to celebrate student achievement, it helps to evoke a more positive learning environment. Ultimately, these outcomes serve to support instruction and student learning in the classroom.

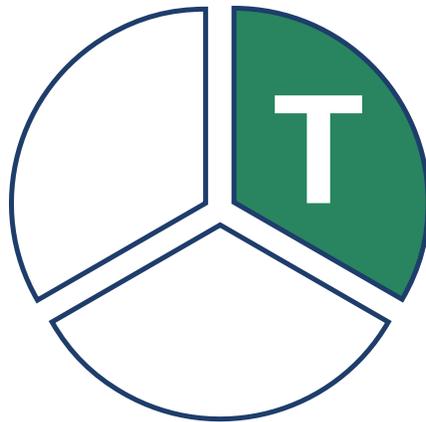


WHAT THIS LOOKS LIKE

Effective teachers organize all components of their classroom to support learning, including:

- Seating arrangements reflect the needs of individual students and the type of learning that is going to take place.
- Bulletin boards support student learning and engagement while providing examples of key instructional strategies and samples of student work.
- Materials are easily accessed and returned without disrupting the instructional flow.

TEACH



T1



EFFECTIVE TEACHERS ... LEAD WELL-ORGANIZED, OBJECTIVE-DRIVEN LESSONS



WHY THIS IS IMPORTANT

When students are clear about the objective of the lesson, they are more likely to succeed. Teachers can increase student engagement by making sure students understand the significance and relevance of each objective. Students who underperform may do so because the material is viewed as irrelevant or unimportant.

Specific, measurable, and standards-aligned objectives are also important for the success of a lesson. Such objectives allow teachers to evaluate the effectiveness of their lessons. Not only does this enable the teacher to assess student progress, it holds the teacher accountable by revealing what elements of the lesson were successful and what parts needed improvement.

Well-organized lessons that build upon prior knowledge have a significant impact on student learning. Activating prior knowledge is critical to learning because students build new understandings by building on what they already know. Implementing this strategy prior to the introduction of new material can be especially powerful for struggling students.



WHAT THIS LOOKS LIKE

The following best describes an *effective* teacher's classroom:

- The lesson objective is specific, measurable, and aligned to standards; it conveys what students are learning and what they will be able to do by the end of the lesson.
- The objective of the lesson is clear to students. For example, the teacher might clearly state and explain the objective, or students might demonstrate through their actions that they understand what they will be learning and doing.
- The teacher ensures that students understand the importance of the objective. For example, the teacher might effectively explain its importance, or students might demonstrate through their comments that they understand the importance of what they are learning.
- The lesson builds on students' prior knowledge in a significant and meaningful way, as appropriate to the objective.
- The lesson is well-organized: All parts of the lesson are connected to each other and aligned to the objective, and each part significantly moves students toward mastery of the objective.

In a *highly effective* teacher's classroom, nearly all of the above evidence is present, as well as some of the following:

- Students can authentically explain what they are learning, beyond simply repeating back the stated or posted objective.
- Students can authentically explain why what they are learning is important, beyond simply repeating the teacher's explanation.
- Students understand how the objective fits into the broader unit and course goals. For example, this might be shown through an effective teacher explanation of how the lesson connects to the unit's essential questions or structure, or reflected in students demonstrating through their comments that they understand how the lesson fits into the broader goals of the unit.
- The teacher actively and effectively engages students in the process of connecting the lesson to their prior knowledge. For example, the teacher might ask students to connect concepts to their own experiences or to what they have learned in other courses.



T2



EFFECTIVE TEACHERS ... EXPLAIN CONTENT CLEARLY



WHY THIS IS IMPORTANT

Clear delivery of content is critical to helping students meet lesson objectives, building their knowledge and skills, and motivating them to engage in the material.

Clarity of instruction also ensures several critical elements of student learning. Clarity helps to:

- ensure that key concepts and skills are emphasized,
- increase the likelihood that students find the content meaningful and interesting, and
- engage students in learning by avoiding confusion, distraction, and uncertainty.

The way in which content is communicated to students has a significant impact on their understanding. Effective communication requires teachers to understand subject matter and know how to share that subject matter with students so that they can understand it deeply.

From teachers' use of clear language and explanations, students acquire new vocabulary and make sense of and develop meaning from delivered content. Therefore, it is important that teachers use specific academic language in their delivery as students model their use of subject-specific language after that of their teachers.



WHAT THIS LOOKS LIKE

The following best describes an *effective* teacher's classroom:

- Explanations of content are clear and coherent, and they build student understanding of content.
- The teacher uses developmentally appropriate language and explanations.
- The teacher gives clear, precise definitions and uses specific academic language as appropriate.
- The teacher emphasizes key points when necessary.
- When an explanation is not effectively leading students to understand the content, the teacher adjusts quickly and uses an alternative way to effectively explain the concept.
- Students ask relatively few clarifying questions because they understand the explanations. However, they may ask a number of extension questions because they are engaged in the content and eager to learn more about it.

In a *highly effective* teacher's classroom, nearly all of the above evidence is present, as well as some of the following:

- Explanations are concise, fully explaining concepts in as direct and efficient a manner as possible.
- The teacher effectively makes connections with other content areas, students' experiences and interests, or current events in order to make the content relevant and build student understanding and interest.
- When appropriate, the teacher explains concepts in a way that actively involves students in the learning process, such as by facilitating opportunities for students to explain concepts to each other.
- Explanations provoke student interest in and excitement about the content.
- Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level.



T3

EFFECTIVE TEACHERS ... ENGAGE STUDENTS AT ALL LEARNING LEVELS IN RIGOROUS WORK



WHY THIS IS IMPORTANT

When students of all learning levels are consistently engaged in rigorous work, the following important outcomes can be expected:

- Students are working within their zone of proximal development.
- Student attention is maximized.
- Students rightfully believe that their teacher has confidence in the ability of his/her students, motivating them to work harder to meet high expectations.
- Students develop the perseverance, self confidence, and critical thinking skills necessary to achieve content mastery.

Providing all students with rigorous work is important because rigorous work demands students' attention and effort. Students' belief in their abilities and motivation to succeed are strongest when they internalize their teacher's high expectations and are working at the place where challenge meets ability.

Consistently engaging in rigorous work leads students to experience the satisfaction that comes with achieving at high levels. Ultimately, rigor rewards effort and demonstrates that achievement is not a function of innate ability but rather a function of effort.



WHAT THIS LOOKS LIKE

The following best describes an *effective* teacher's classroom:

- The teacher makes the lesson accessible to almost all students; there is evidence that the teacher knows each student's level and ensures that the lesson meets almost all students where they are. For example, if necessary, the teacher might differentiate content, process, or product (using strategies that might include, for example, flexible grouping, leveled texts, or tiered assignments) in order to ensure that students are able to access the lesson.
- The teacher makes the lesson challenging to almost all students; there is evidence that the teacher knows each student's level and ensures that the lesson pushes almost all students forward from where they are. For example, the teacher might ask more challenging questions, assign more demanding work, or provide extension assignments in order to ensure that all students are challenged by the lesson.
- There is an appropriate balance between teacher-directed instruction and rigorous student-centered learning during the lesson, such that students have adequate opportunities to meaningfully practice, apply, and demonstrate what they are learning.

In a *highly effective* teacher's classroom, nearly all of the above evidence is present, as well as some of the following:

- The teacher makes the lesson accessible to all students at different learning levels.
- The teacher makes the lesson challenging to all students at different learning levels.

T4



EFFECTIVE TEACHERS ... PROVIDE STUDENTS MULTIPLE WAYS TO ENGAGE WITH CONTENT



WHY THIS IS IMPORTANT

When teachers provide students multiple ways to engage with content, there is a noticeable impact on achievement. Students are more apt to learn when content is presented in multiple ways, especially when a teacher considers the most appropriate way to present any given content. When teachers consistently provide students with only one way to engage with content, students may be unable to master the objective.

Teachers who recognize the importance of providing multiple ways for students to engage with content steer clear of one-size fits all instruction. When teachers are able to effectively engage all students through multiple methods, they build students' knowledge and skills.



WHAT THIS LOOKS LIKE

The following best describes an *effective* teacher's classroom:

- The teacher provides students more than one way to engage with content, as appropriate, and all ways are matched to the lesson objective. For particular types of lessons, this may only entail giving students two ways to engage with content (for example, a Socratic seminar might involve verbal/linguistic and interpersonal ways), while for many lessons, this may involve three or more.
- The ways students engage with content all promote student mastery of the objective.

In a *highly effective* teacher's classroom, nearly all of the above evidence is present, as well as some of the following:

- The ways students are provided to engage with content all significantly promote student mastery of the objective; students respond positively and are actively involved in the work.

T5

EFFECTIVE TEACHERS ... CHECK FOR STUDENT UNDERSTANDING



WHY THIS IS IMPORTANT

By checking for student understanding during the lesson, effective teachers are able to provide feedback to students, ensuring their development of knowledge and skills.

When teachers check for student understanding of the entire class, teachers receive real-time information about the effectiveness of their instructional delivery. When appropriate adjustments are made in response to the information gained from the check, several things occur:

- Teachers become more effective at delivering content and raising student achievement.
- Students feel valued as it becomes evident that their teacher cares about their learning. As a result, students feel more at ease and are more likely to indicate when they need support.

Checking for understanding and adjusting instruction appropriately result in considerable student achievement gains.



WHAT THIS LOOKS LIKE

The following best describes an *effective* teacher's classroom:

- The teacher checks for understanding of content at almost all key moments (when checking is necessary to inform instruction going forward, such as before moving on to the next step of the lesson or partway through the independent practice).
- The teacher gets an accurate “pulse” of the class’s understanding from almost every check, such that the teacher has enough information to adjust subsequent instruction if necessary.
- If a check reveals a need to make a whole-class adjustment to the lesson plan (for example, because most of the students did not understand a concept just taught), the teacher makes the appropriate adjustment in an effective way.

In a *highly effective* teacher's classroom, nearly all of the above evidence is present, as well as some of the following:

- The teacher checks for understanding at all key moments.
- Every check gets an accurate “pulse” of the class’s understanding.
- The teacher uses a variety of methods of checking for understanding.
- The teacher seamlessly integrates information gained from the checks by making adjustments to the content or delivery of the lesson, as appropriate.

T6

**EFFECTIVE TEACHERS ...
RESPOND TO STUDENT
MISUNDERSTANDINGS****WHY THIS IS IMPORTANT**

When teachers check for student understanding without responding to student misunderstandings, mastery of the objective is stalled or prevented. Responding to misunderstandings also reduces uncertainty that may be uncomfortable for students and divert attention away from learning. Addressing these misunderstandings leads to higher student motivation and results in more successful content delivery.

When teachers respond with effective scaffolding, they enable students to develop their critical thinking problem-solving skills, increasing their confidence in tackling more advanced topics.

It is also critical to recognize the importance of shortening the delay between the identification of a student misunderstanding and corrective action by the teacher, when appropriate. Often, the shorter the delay, the more likely it is for a teacher to successfully address a student's misunderstanding.



WHAT THIS LOOKS LIKE

The following best describes an *effective* teacher's classroom:

- The teacher responds to most student misunderstandings with effective scaffolding.
- When possible, the teacher uses scaffolding techniques that enable students to construct their own understandings (for example, by asking leading questions) rather than simply re-explaining a concept.
- If an attempt to address a misunderstanding is not succeeding, the teacher, when appropriate, responds with another way of scaffolding.

In a *highly effective* teacher's classroom, nearly all of the above evidence is present, as well as some of the following:

- The teacher responds to almost all student misunderstandings with effective scaffolding.
- The teacher anticipates student misunderstandings and preemptively addresses them, either directly or through the design of the lesson.
- The teacher is able to address student misunderstandings effectively without taking away from the flow of the lesson or losing the engagement of students who do understand.

T7

EFFECTIVE TEACHERS ...
DEVELOP HIGHER-LEVEL
UNDERSTANDING THROUGH
EFFECTIVE QUESTIONING



WHY THIS IS IMPORTANT

Effective questioning is critical because it allows students to develop higher-level understanding, to provide evidence for their understanding, and to build a deeper understanding of what they already know. When students are probed for higher-level understanding, they are less likely to become complacent and are encouraged to tackle more advanced problems. The routine use of effective questioning techniques increases students' depth of understanding.

A clear link exists between effective questioning and student understanding. By designing and delivering lessons that use higher-order questions, teachers help ensure that students explore new concepts, synthesize complex material, and arrive at new understandings. In effective classrooms, higher-level questioning plays a significant role in the interaction between students and teachers.



WHAT THIS LOOKS LIKE

The following best describes an *effective* teacher's classroom:

- The teacher frequently develops higher-level understanding through effective questioning.
- Nearly all of the questions used are effective in developing higher-level understanding.
- The teacher uses a variety of questions.

In a *highly effective* teacher's classroom, nearly all of the above evidence is present, as well as some of the following:

- The teacher asks higher-level questions at multiple levels of Bloom's taxonomy, if appropriate to the lesson.
- Students are able to answer higher-level questions with meaningful responses, showing that they are accustomed to being asked these kinds of questions.
- Students pose higher-level questions to the teacher and to each other, showing that they are accustomed to asking these questions.

T8

EFFECTIVE TEACHERS ... MAXIMIZE INSTRUCTIONAL TIME



WHY THIS IS IMPORTANT

Highly effective teachers recognize the importance of maximizing the value of each minute of instructional time. When routines and procedures run smoothly without time-intensive prompting by teachers, students can focus on learning because distractions, interruptions and off-task behavior are minimized. This ultimately benefits student achievement.

If a teacher increase instructional time by just fifteen minutes a day through the use of more efficient routines and procedures, students in that classroom would gain forty-five hours of instructional time per year.

It is important to note that the key to enhancing student achievement through this standard is to ensure that instructional time is being utilized effectively. That is, all students must be actively engaged in work that is rigorous and meaningful during the entirety of instructional time.



WHAT THIS LOOKS LIKE

The following best describes an *effective* teacher's classroom:

- Routines and procedures run smoothly with some prompting from the teacher; students generally know their responsibilities.
- Transitions are generally smooth with some teacher direction.
- Students are only idle for very brief periods of time while waiting for the teacher (for example, while the teacher takes attendance or prepares materials).
- The teacher spends an appropriate amount of time on each part of the lesson.
- The lesson progresses at a quick pace, such that students are almost never disengaged or left with nothing meaningful to do (for example, after finishing the assigned work, or while waiting for one student to complete a problem on the board).
- Inappropriate or off-task student behavior rarely interrupts or delays the lesson.

In a *highly effective* teacher's classroom, nearly all of the above evidence is present, as well as some of the following:

- Routines and procedures run smoothly with minimal prompting from the teacher; students know their responsibilities and do not have to ask questions about what to do.
- Transitions are orderly, efficient, and systematic, and require little teacher direction.
- Students are never idle while waiting for the teacher (for example, while the teacher takes attendance or prepares materials).
- Students share responsibility for the operations and routines in the classroom.
- The lesson progresses at a rapid pace such that students are never disengaged, and students who finish assigned work early have something else meaningful to do.
- The flow of the lesson is never impeded by inappropriate or off-task student behavior, either because no such behavior occurs or because when such behavior occurs the teacher efficiently addresses it.



T9

EFFECTIVE TEACHERS ...
**BUILD A SUPPORTIVE,
 LEARNING-FOCUSED
 CLASSROOM COMMUNITY**



WHY THIS IS IMPORTANT

The creation of a supportive, learning-focused classroom community is critical to the achievement of all students in the classroom. A positive community enables teachers to deliver their instruction in an environment where learning is a priority.

Strong relationships between students and teachers are important to creating a safe and productive learning environment. Students often identify the care and concern of their teachers as the most important factor that affects their learning. A supportive relationship builds trust between teacher and student and serves as the foundation for students' willingness to take risks in the classroom, try new skills, and learn from mistakes without feeling discouraged.

When learning becomes the focus of a classroom, teaching becomes easier and more rewarding as students assume responsibility for learning, persevere through challenging material, develop confidence in their abilities, and value learning while taking genuine pleasure in it. In addition, students develop a more pro-social orientation, demonstrating cooperation with their peers and an investment in the success of their peers. Conversely, when students are in a classroom that lacks support and a focus on learning, students demonstrate more instances of off-task behavior, inhibiting achievement.



WHAT THIS LOOKS LIKE

The following best describes an *effective* teacher's classroom:

- Students are invested in their work and value academic success. For example, students work hard, remain focused on learning without frequent reminders, and persevere through challenges.
- The classroom is a safe environment for students to take on challenges and risk failure. For example, students are eager to answer questions, feel comfortable asking the teacher for help, and do not respond negatively when a peer answers a question incorrectly.
- Students are always respectful of the teacher and their peers. For example, students listen and do not interrupt when their peers ask or answer questions.
- The teacher meaningfully reinforces positive behavior and good academic work as appropriate.
- The teacher has a positive rapport with students, as demonstrated by displays of positive affect, evidence of relationship building, and expressions of interest in students' thoughts and opinions.

In a *highly effective* teacher's classroom, nearly all of the above evidence is present, as well as some of the following:

- Students are invested in the success of their peers. For example, they can be seen collaborating with and helping each other without prompting from the teacher.
- Students may give unsolicited praise or encouragement to their peers for good work, when appropriate.
- Student comments and actions demonstrate that students are excited about their work and understand why it is important.
- There is evidence that the teacher has strong, individualized relationships with students in the class. For example, the teacher might demonstrate personal knowledge of students' lives, interests, and preferences.
- Students may demonstrate frequent positive engagement with their peers. For example, they might show interest in other students' answers or work.



INCREASE EFFECTIVENESS



IE1



EFFECTIVE TEACHERS ... ASSESS STUDENT PROGRESS

WHY THIS IS IMPORTANT

Assessing student progress is a critical component of the instructional process. Assessments help to determine whether students are learning, whether instructional plans deliver content effectively, whether particular concepts need to be re-taught, and whether students are on track to achieve mastery of the standard. By using standards-aligned and rigorous assessments, teachers are provided with data about student achievement and gain information that can guide future instructional planning.

Effective teachers develop systems and routines for the regular assessment of student progress. By using both formative and summative assessments, teachers gather real-time data about the academic progress of their students. Finally, when teachers purposefully match the assessment method with the content being assessed, they are able to accurately measure progress in the most efficient manner.



WHAT THIS LOOKS LIKE

Assessment Methods

Effective teachers purposefully use assessments to measure mastery. Assessment methods include:

Selected Response

- Multiple Choice
- True /False

Performance Tasks

- Project
- Presentation

Constructed Response

- Short Answer
- Essay

Personal Communication

- Log or Journal
- Portfolio

Routine Use

Effective teachers routinely use assessment to track student progress and inform instruction.

- Daily, weekly, and/or unit assessments

Well-designed

- Effective assessment methods and items accurately measure the lesson objective or unit goals.
- Teachers should avoid consistently using the same assessment methods or same question formats (e.g. only using end-of-unit quizzes or true/false questions).

Multiple Opportunities

- Effective teachers provide multiple opportunities over the course of the unit or year for students to demonstrate mastery of objectives or goals. For instance, if a student does not demonstrate mastery initially, s/he should be retaught the content and given additional opportunities to demonstrate his/her understanding.



IE2

**EFFECTIVE TEACHERS ...
TRACK STUDENT
PROGRESS DATA****WHY THIS IS IMPORTANT**

Student progress monitoring improves instructional planning for teachers and raises student awareness of their progress toward mastery. Progress data make visible individual student strengths and weaknesses, allowing teachers to target problematic concepts and skills with greater precision.

Ultimately, data serve as a powerful motivator for students to improve. Progress monitoring is a reliable and valid predictor of subsequent student performance and thus has proved critical for making informed instructional decisions.

For students, the impact of teachers tracking student progress is considerable. When teachers consistently monitor student progress and utilize data to inform their instruction, students are encouraged to persevere and achieve at high levels because progress data help to convey the message that everyone can learn and achieve at high levels.

When data demonstrate improvement in student achievement as a result of better informed instruction, teachers gain a greater sense of effectiveness. This, in conjunction with students' heightened motivation to succeed, can dramatically improve the dynamics of teaching and learning inside the classroom.



WHAT THIS LOOKS LIKE

Effective teachers regularly record and monitor a variety of student data, such as:

- Assessment data
- Assignment completion data
- Special needs data (IEP goals, 504 plans)
- Attendance data
- Observational data
- Behavioral data

Tracking systems should:

- indicate progress over time,
- inform students and teachers of their progress, and
- align to objectives and goals.



IE3



EFFECTIVE TEACHERS ... IMPROVE PRACTICE AND RE-TEACH IN RESPONSE TO DATA

WHY THIS IS IMPORTANT

Assessing students and tracking student progress best increases student achievement when teachers analyze and reflect upon their practice and re-teach, as necessary, in response to data. Data from assessments provide important information for teachers regarding their instructional strategy and planning. Assessments should not mark the end of learning for students but rather serve as a starting point for critical analysis and re-teaching in response to data.

By adapting their instruction in response to data, teachers can prevent a simple misunderstanding from spiraling into a deeper one. When misunderstandings are addressed early on, students are better prepared to master concepts and tackle more challenging work without fear of failure.



WHAT THIS LOOKS LIKE

Effective teachers examine various sources of data including achievement, behavior, attendance, and student feedback data. They identify specific trends in the data, including:

- Number of students who did not master an objective
- Frequency of disruptive behavior
- Percentage of students absent

Effective teachers also identify areas for improvement (e.g. planning lessons, delivering instruction, managing learning environment) and make strategic and thoughtful modifications to instructional practices.

Finally, effective teachers re-teach content, as necessary.

TLF RUBRIC



TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: PLAN

NOTE: In 2010–2011, only the Teach domain of the Teaching and Learning Framework will be assessed.

	LEVEL 4 (HIGHEST)	LEVEL 3
TLF P1: DEVELOP ANNUAL STUDENT ACHIEVEMENT GOALS		
TLF P1A	Teacher develops an ambitious and measurable annual student achievement goal for her/his class that is aligned to the DCPS content standards.	Teacher develops a measurable annual student achievement goal for her/his class that is aligned to the DCPS content standards.
TLF P1B	All or nearly all students can communicate (in a developmentally appropriate manner) the goal and how it will be assessed.	Most students can communicate (in a developmentally appropriate manner) the goal and how it will be assessed.
TLF P2: CREATE STANDARDS-BASED UNIT PLANS AND ASSESSMENTS		
TLF P2A	Based on the annual student achievement goal, the teacher plans units by: 1) identifying the DCPS content standards that her/his students will master in each unit; 2) articulating well-designed essential questions for each unit; 3) creating well-designed assessments before each unit begins (“beginning with the end in mind”); and 4) allocating an instructionally appropriate amount of time for each unit.	Based on the annual student achievement goal, the teacher plans units by: 1) identifying the DCPS content standards that her/his students will master in each unit; 2) articulating well-designed essential questions for each unit; and 3) creating well-designed assessments before each unit begins (“beginning with the end in mind”).
TLF P2B	For any given unit, all or nearly all students can communicate (in a developmentally appropriate manner) the essential question(s) of the unit.	For any given unit, most students can communicate (in a developmentally appropriate manner) the essential question(s) of the unit.
TLF P3: CREATE OBJECTIVE-DRIVEN LESSON PLANS		
TLF P3	Based on the unit plan, the teacher plans daily lessons by: 1) identifying lesson objectives that are aligned to the DCPS content standards and connected to prior learning; 2) matching instructional strategies to the lesson objectives; and 3) designing daily assessments that measure progress towards mastery.	Based on the unit plan, the teacher plans daily lessons by: 1) identifying lesson objectives that are aligned to the DCPS content standards and connected to prior learning; and 2) matching instructional strategies to the lesson objectives.

LEVEL 2	LEVEL 1 (LOWEST)
Teacher develops a measurable annual student achievement goal for her/his class.	Teacher develops a general annual student achievement goal for her/his class OR does not develop a goal at all.
Half of the students can communicate (in a developmentally appropriate manner) the goal and how it will be assessed.	Less than half of the students can communicate (in a developmentally appropriate manner) the goal and how it will be assessed.
Based on the annual student achievement goal, the teacher plans units by: 1) identifying the DCPS content standards that her/his students will master in each unit; and 2) articulating well-designed essential questions for each unit.	Teacher does not plan units by identifying the DCPS content standards that her/his students will master in each unit OR does not articulate well-designed essential questions for each unit.
For any given unit, half of the students can communicate (in a developmentally appropriate manner) the essential question(s) of the unit.	For any given unit, less than half of the students can communicate (in a developmentally appropriate manner) the essential question(s) of the unit.
Based on the long-term plan, the teacher plans daily lessons by identifying lesson objectives that are aligned to the DCPS content standards.	Teacher has little or no evidence of daily lesson planning based on the DCPS content standards.

TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

NOTE: In 2010–2011, only the Teach domain of the Teaching and Learning Framework will be assessed.

		LEVEL 4 (HIGHEST)	LEVEL 3
		TEACH 1: LEAD WELL-ORGANIZED, OBJECTIVE-DRIVEN LESSONS	
TLF T1		Teacher is highly effective at leading well-organized, objective-driven lessons.	Teacher is effective at leading well-organized, objective-driven lessons.
		<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • Students can authentically explain <i>what</i> they are learning, beyond simply repeating back the stated or posted objective. • Students can authentically explain <i>why</i> what they are learning is important, beyond simply repeating the teacher's explanation. • Students understand how the objective fits into the broader unit and course goals. For example, this might be shown through an effective teacher explanation of how the lesson connects to the unit's essential questions or structure, or reflected in students demonstrating through their comments that they understand how the lesson fits into the broader goals of the unit. • The teacher actively and effectively engages students in the process of connecting the lesson to their prior knowledge. For example, the teacher might ask students to connect concepts to their own experiences or to what they have learned in other courses. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The lesson objective is specific, measurable, and aligned to standards; it conveys what students are learning and what they will be able to do by the end of the lesson. • The objective of the lesson is clear to students. For example, the teacher might clearly state and explain the objective, or students might demonstrate through their actions that they understand what they will be learning and doing. • The teacher ensures that students understand the importance of the objective. For example, the teacher might effectively explain its importance, or students might demonstrate through their comments that they understand the importance of what they are learning. • The lesson builds on students' prior knowledge in a significant and meaningful way, as appropriate to the objective. • The lesson is well-organized: All parts of the lesson are connected to each other and aligned to the objective, and each part significantly moves students toward mastery of the objective.

Notes:

1. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).
2. In all classes, objectives should be written in a student-friendly manner, using developmentally appropriate language. In early childhood classes, posting a written objective is not necessary.
3. In rare cases, it is not appropriate to state an objective for a lesson (for example, this might be true in an inquiry-based lesson or in an early childhood class that uses a Montessori or Reggio Emilia model). In these cases, an observer should assess the teacher based on whether the students are engaged in work that moves them toward mastery of an objective, even if this is not stated to students.

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is **minimally effective** at leading well-organized, objective-driven lessons.

The following best describes what is observed:

- The lesson objective may be missing one component (for example, it might not be specific, or it might not be aligned to standards), but it does convey what students are learning and what they will be able to do by the end of the lesson.
- The teacher may state the objective of the lesson but may do so in a way that does not effectively lead to student understanding. For example, the objective might not be in developmentally appropriate language.
- The teacher may explain the importance of the objective but may do so in a way that does not effectively lead to student understanding. For example, the explanation might be too general to be effective.
- The teacher may state how the lesson connects to students' prior knowledge, but the lesson generally does not build on students' prior knowledge in a significant and meaningful way. For example, the teacher might simply make a reference to what students were doing in the previous lesson.
- Some parts of the lesson may not be closely connected to each other or aligned to the objective, or some parts may not significantly move students toward mastery of the objective.

Teacher is **ineffective** at leading well-organized, objective-driven lessons.

The following best describes what is observed:

- The lesson objective may be missing more than one component, the objective may not convey what students are learning or what they will be able to do by the end of the lesson, there may not be a clear objective to the lesson, or the objective stated or posted may not connect to the lesson taught.
- The teacher may not state the objective, or students may be unclear or confused about what they will be learning and doing.
- The teacher may not explain the importance of the objective, or students may not understand its importance.
- The teacher may make no effort to have the lesson build on or connect to students' prior knowledge, or the teacher may make an effort that is ineffective.
- The lesson may be generally disorganized. Different parts of the lesson may have no connection to each other, students may be confused about what to do, most parts of the lesson may not be aligned to the objective, or most parts of the lesson may not significantly move students toward mastery of the objective.

4. In some lessons (for example, center time in an early childhood or elementary class), different groups of students might be working toward a variety of different objectives. In these cases, it is not always necessary to have distinct objectives posted for each center or different activity. However, observers should assess whether each center or activity is designed intentionally to move students toward mastery of an objective. Similarly, in lessons like these, different groups of students might be working on a variety of activities that do not clearly build on each other or on what happened previously in the lesson. In these cases, observers should assess the extent to which these activities are themselves well-organized.

5. For some parts of a lesson (for example, a morning meeting in an early childhood class or a skill-building warm-up), it may be appropriate for a teacher not to have a distinct objective or to have an objective that does not align with the objective for the rest of the lesson. In these cases, an observer should assess this standard for the remainder of the lesson. Furthermore, an observer in these situations should not lower the teacher's score for lesson organization, but instead should assess the connection of the other parts of the lesson to each other.



TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

NOTE: In 2010–2011, only the Teach domain of the Teaching and Learning Framework will be assessed.

		LEVEL 4 (HIGHEST)	LEVEL 3
		TEACH 2: EXPLAIN CONTENT CLEARLY	
TLF T2		Teacher is highly effective at explaining content clearly.	Teacher is effective at explaining content clearly.
		<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • Explanations are concise, fully explaining concepts in as direct and efficient a manner as possible. • The teacher effectively makes connections with other content areas, students' experiences and interests, or current events in order to make the content relevant and build student understanding and interest. • When appropriate, the teacher explains concepts in a way that actively involves students in the learning process, such as by facilitating opportunities for students to explain concepts to each other. • Explanations provoke student interest in and excitement about the content. • Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • Explanations of content are clear and coherent, and they build student understanding of content. • The teacher uses developmentally appropriate language and explanations. • The teacher gives clear, precise definitions and uses specific academic language as appropriate. • The teacher emphasizes key points when necessary. • When an explanation is not effectively leading students to understand the content, the teacher adjusts quickly and uses an alternative way to effectively explain the concept. • Students ask relatively few clarifying questions because they understand the explanations. However, they may ask a number of extension questions because they are engaged in the content and eager to learn more about it.

Note:

1. If the teacher presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1 for this standard.

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is **minimally effective** at explaining content clearly.

The following best describes what is observed:

- Explanations are generally clear and coherent, with a few exceptions, but they may not be entirely effective in building student understanding of content.
- Some language and explanations may not be developmentally appropriate.
- The teacher may sometimes give definitions that are not completely clear or precise, or sometimes may not use academic language when it is appropriate to do so.
- The teacher may only sometimes emphasize key points when necessary, so that students are sometimes unclear about the main ideas of the content.
- When an explanation is not effectively leading students to understand the concept, the teacher may sometimes move on or re-explain in the same way rather than provide an effective alternative explanation.
- Students may ask some clarifying questions showing that they are confused by the explanations.

Teacher is **ineffective** at explaining content clearly.

The following best describes what is observed:

- Explanations may be unclear or incoherent, and they are generally ineffective in building student understanding of content.
- Much of the teacher's language may not be developmentally appropriate.
- The teacher may frequently give unclear or imprecise definitions, or frequently may not use academic language when it is appropriate to do so.
- The teacher may rarely or never emphasize key points when necessary, such that students are often unclear about the main ideas of the content.
- The teacher may frequently adhere rigidly to the initial plan for explaining content even when it is clear that an explanation is not effectively leading students to understand the concept.
- Students may frequently ask clarifying questions showing that they are confused by the explanations, or students may be consistently frustrated or disengaged because of unclear explanations.



TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

NOTE: In 2010–2011, only the Teach domain of the Teaching and Learning Framework will be assessed.

	LEVEL 4 (HIGHEST)	LEVEL 3
	TEACH 3: ENGAGE STUDENTS AT ALL LEARNING LEVELS IN RIGOROUS WORK	
TLF T3	Teacher is highly effective at engaging students at all learning levels in rigorous work.	Teacher is effective at engaging students at all learning levels in rigorous work.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as both of the following:</i></p> <ul style="list-style-type: none"> • The teacher makes the lesson accessible to all students at different learning levels. • The teacher makes the lesson challenging to all students at different learning levels. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The teacher makes the lesson accessible to almost all students; there is evidence that the teacher knows each student's level and ensures that the lesson meets almost all students where they are. For example, if necessary, the teacher might differentiate content, process, or product (using strategies that might include, for example, flexible grouping, leveled texts, or tiered assignments) in order to ensure that students are able to access the lesson. • The teacher makes the lesson challenging to almost all students; there is evidence that the teacher knows each student's level and ensures that the lesson pushes almost all students forward from where they are. For example, the teacher might ask more challenging questions, assign more demanding work, or provide extension assignments in order to ensure that all students are challenged by the lesson. • There is an appropriate balance between teacher-directed instruction and rigorous student-centered learning during the lesson, such that students have adequate opportunities to meaningfully practice, apply, and demonstrate what they are learning.

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is **minimally effective** at engaging students at all learning levels in rigorous work.

Teacher is **ineffective** at engaging students at all learning levels in rigorous work.

The following best describes what is observed:

- The teacher makes the lesson accessible to most students; some students may not be able to access certain parts of the lesson.
- The teacher makes the lesson challenging to most students; some students may not be challenged by certain parts of the lesson.
- While students have some opportunities to meaningfully practice, apply, and demonstrate what they are learning, there is more teacher-directed instruction than appropriate.

The following best describes what is observed:

- The lesson is not accessible to most students.
- The lesson is not challenging to most students.
- The lesson is almost entirely teacher-directed, and students have few opportunities to meaningfully practice, apply, and demonstrate what they are learning.



TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

NOTE: In 2010–2011, only the Teach domain of the Teaching and Learning Framework will be assessed.

	LEVEL 4 (HIGHEST)	LEVEL 3
TEACH 4: PROVIDE STUDENTS MULTIPLE WAYS TO ENGAGE WITH CONTENT		
TLF T4	Teacher is highly effective at providing students multiple ways to engage with content.	Teacher is effective at providing students multiple ways to engage with content.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as the following:</i></p> <ul style="list-style-type: none"> The ways students are provided to engage with content all significantly promote student mastery of the objective; students respond positively and are actively involved in the work. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> The teacher provides students more than one way to engage with content, as appropriate, and all ways are matched to the lesson objective. For particular types of lessons, this may only entail giving students two ways to engage with content (for example, a Socratic seminar might involve verbal/linguistic and interpersonal ways), while for many lessons, this may involve three or more. The ways students engage with content all promote student mastery of the objective.

Notes:

- Teachers should receive credit for providing students with ways of engaging with content that target different learning modalities (auditory, visual, kinesthetic/tactile) or multiple intelligences (spatial, linguistic, logical-mathematical, kinesthetic, musical, interpersonal, intrapersonal, naturalistic), or for using other effective teaching strategies.
- A teacher can also be given credit for giving students multiple ways of engaging with content even when all of the ways target the same modality or intelligence. For example, a teacher may show a short video clip, then use a graphic organizer. Though both of these target the visual learning modality, they provide students with different ways of engaging with the same content and should be credited as such.
- For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson. For example, a teacher should not receive credit for providing a way of engaging with content if the teacher shows a visual illustration but most students are not paying attention, or if the teacher asks students to model parallel and perpendicular lines with their arms but most students do not participate.

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is **minimally effective** at providing students multiple ways to engage with content.

The following best describes what is observed:

- The teacher provides students more than one way to engage with content, but not all of these may be well matched to the lesson objective; or, the teacher may only give students two ways to engage with content when using an additional way would have been more appropriate to the objective (for example, a lesson introducing fractions that involves only auditory and interpersonal but not visual or tactile/kinesthetic ways).
- Some ways provided do not promote student mastery of the objective.

Teacher is **ineffective** at providing students multiple ways to engage with content.

The following best describes what is observed:

- The teacher provides students with more than one way to engage with content, but most of these may not be well matched to the lesson objective; or, the teacher may only give students one way to engage with the content.
- Most or all ways provided do not promote student mastery of the objective; or, some ways may detract from or impede student mastery.



TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

NOTE: In 2010–2011, only the Teach domain of the Teaching and Learning Framework will be assessed.

	LEVEL 4 (HIGHEST)	LEVEL 3
TEACH 5: CHECK FOR STUDENT UNDERSTANDING		
TLF T5	Teacher is highly effective at checking for student understanding.	Teacher is effective at checking for student understanding.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • The teacher checks for understanding at all key moments. • Every check gets an accurate “pulse” of the class’s understanding. • The teacher uses a variety of methods of checking for understanding. • The teacher seamlessly integrates information gained from the checks by making adjustments to the content or delivery of the lesson, as appropriate. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The teacher checks for understanding of content at almost all key moments (when checking is necessary to inform instruction going forward, such as before moving on to the next step of the lesson or partway through the independent practice). • The teacher gets an accurate “pulse” of the class’s understanding from almost every check, such that the teacher has enough information to adjust subsequent instruction if necessary. • If a check reveals a need to make a whole-class adjustment to the lesson plan (for example, because most of the students did not understand a concept just taught), the teacher makes the appropriate adjustment in an effective way.

Notes:

1. A teacher does not necessarily have to check with every student in order to gauge the understanding of the class (get the “pulse”). As long as the teacher calls both on students who raise their hands and on those who do not, a series of questions posed to the entire class can enable a teacher to get the “pulse” of the class. Or, if the teacher checks the understanding of a number of students, finds that most of them did not understand some part of the lesson, and immediately re-teaches that part to the entire class, this should count as effectively getting the “pulse” of the class because the teacher gained enough information to be able to adjust subsequent instruction.
2. For some lessons, checking the “pulse” of the class may not be an appropriate standard. For example, if students are spending the majority of the period working on individual essays and the teacher is conferencing with a few students, it may not be necessary for the teacher to check the understanding of the entire class. In these cases, the teacher should be judged based on how deeply and effectively s/he checks for the understanding of the students with whom s/he is working.
3. In some lessons, it can be appropriate to give credit for checking for understanding of directions, in addition to checking for understanding of content. However, a teacher who only checks for understanding of directions and rarely or never checks for understanding of content should not receive a high score on this standard.
4. All of the techniques in the list of examples to the right can be effective checks for understanding if they are well-executed and appropriate to the lesson objective. However, each of these techniques can also be used ineffectively. A teacher should not receive credit simply for using a technique on the list. In order to be credited as an effective check for understanding, the technique must be appropriate to the objective and yield information that can inform instruction and thus succeed in getting the “pulse” of the class’s understanding.

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is **minimally effective** at checking for student understanding.

The following best describes what is observed:

- The teacher sometimes checks for understanding of content, but misses several key moments.
- The teacher gets an accurate “pulse” of the class’s understanding from most checks.
- If a check reveals a need to make a whole-class adjustment to the lesson plan, the teacher attempts to make the appropriate adjustment but may not do so in an effective way.

Teacher is **ineffective** at checking for student understanding.

The following best describes what is observed:

- The teacher rarely or never checks for understanding of content, or misses nearly all key moments.
- The teacher does not get an accurate “pulse” of the class’s understanding from most checks. For example, the teacher might neglect some students or ask very general questions that do not effectively assess student understanding.
- If a check reveals a need to make a whole-class adjustment to the lesson plan, the teacher does not attempt to make the appropriate adjustment, or attempts to make the adjustment but does not do so in an effective way.

Examples of checks for understanding:

- Asking clarifying questions
- Asking reading comprehension questions
- Asking students to rephrase material
- Conferencing with individual students
- Drawing upon peer conversations/explanations
- Having students respond on white boards
- Having students vote on answer choices
- Moving around to look at each group’s work
- Observing student work in a structured manner
- Scanning progress of students working independently
- Using constructed responses
- Using exit slips
- Using role-playing
- Using “think-pair-share”



TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

NOTE: In 2010–2011, only the Teach domain of the Teaching and Learning Framework will be assessed.

LEVEL 4 (HIGHEST)		LEVEL 3
TEACH 6: RESPOND TO STUDENT MISUNDERSTANDINGS		
TLF T6	Teacher is highly effective at responding to student misunderstandings.	Teacher is effective at responding to student misunderstandings.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • The teacher responds to almost all student misunderstandings with effective scaffolding. • The teacher anticipates student misunderstandings and preemptively addresses them, either directly or through the design of the lesson. • The teacher is able to address student misunderstandings effectively without taking away from the flow of the lesson or losing the engagement of students who do understand. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The teacher responds to most student misunderstandings with effective scaffolding. • When possible, the teacher uses scaffolding techniques that enable students to construct their own understandings (for example, by asking leading questions) rather than simply re-explaining a concept. • If an attempt to address a misunderstanding is not succeeding, the teacher, when appropriate, responds with another way of scaffolding.

Notes:

1. At some points in a lesson, it is not appropriate to immediately respond to student misunderstandings (for example, at the beginning of an inquiry-based lesson, or when stopping to respond to a single student’s misunderstanding would be an ineffective use of instructional time for the rest of the class). In such cases, an effective teacher might wait until later in the lesson to respond and scaffold learning. Observers should be sensitive to these situations and not penalize a teacher for failing to respond to misunderstandings immediately when it would be more effective to wait, provided that the teacher makes some arrangement to address the misunderstandings later and makes this clear to the students.
2. All of the techniques in the list of examples to the right can be effective techniques for scaffolding learning if they are well-executed and appropriate to the lesson objective. However, each of these techniques can also be used ineffectively. A teacher should not receive credit simply for using a technique on the list. In order to be credited as an effective scaffold, the technique must be well-executed and appropriate to the objective, and thus succeed in addressing the student’s misunderstanding.
3. If there are no evident student misunderstandings during the 30-minute observation, this category should be scored as “Not Applicable.”

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is **minimally effective** at responding to student misunderstandings.

The following best describes what is observed:

- The teacher responds to some student misunderstandings with effective scaffolding.
- The teacher may primarily respond to misunderstandings by using scaffolding techniques that are teacher-driven (for example, re-explaining a concept) when student-driven techniques could have been effective.
- The teacher may sometimes persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding.

Teacher is **ineffective** at responding to student misunderstandings.

The following best describes what is observed:

- The teacher responds to few student misunderstandings with effective scaffolding.
- The teacher may only respond to misunderstandings by using scaffolding techniques that are teacher-driven when student-driven techniques could have been effective.
- The teacher may frequently persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding.

Examples of techniques for scaffolding learning:

- Activating background knowledge
- Asking leading questions
- Breaking the task into smaller parts
- Giving hints or cues with a mnemonic device
- Having students verbalize their thinking processes
- Modeling
- Using cue cards
- Providing visual cues
- Suggesting strategies or procedures
- Using analogies
- Using manipulatives or a hands-on model
- Using “think-alouds”



TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

NOTE: In 2010–2011, only the Teach domain of the Teaching and Learning Framework will be assessed.

	LEVEL 4 (HIGHEST)	LEVEL 3
TEACH 7: DEVELOP HIGHER-LEVEL UNDERSTANDING THROUGH EFFECTIVE QUESTIONING		
TLF T7	Teacher is highly effective at developing higher-level understanding through effective questioning.	Teacher is effective at developing higher-level understanding through effective questioning.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • The teacher asks higher-level questions at multiple levels of Bloom’s taxonomy, if appropriate to the lesson. • Students are able to answer higher-level questions with meaningful responses, showing that they are accustomed to being asked these kinds of questions. • Students pose higher-level questions to the teacher and to each other, showing that they are accustomed to asking these questions. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The teacher frequently develops higher-level understanding through effective questioning. • Nearly all of the questions used are effective in developing higher-level understanding. • The teacher uses a variety of questions.

Notes:

1. A teacher may ask higher-level questions in response to students’ correct answers as part of the delivery of content or in another context. All of these uses of questioning should be included in the assessment of this standard.
2. A teacher should receive credit for developing higher-level understanding by posing a more difficult problem or setting up a more challenging task, even if these are not necessarily phrased as questions.
3. At some points in a lesson, it is not appropriate to immediately ask questions to develop higher-level understanding (for example, if students are rehearsing a basic skill). A teacher should not be penalized for failing to probe for higher-level understanding in these cases. However, over the course of a 30-minute observation, there should be some opportunities to probe for higher-level understanding. As a result, this category cannot be scored as “Not Applicable.”
4. The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson. For example, in a high school history lesson on the Industrial Revolution, a teacher should be asking questions to develop higher-level understanding much of the time. In contrast, in a part of a lesson on the appropriate use of punctuation, a teacher might not do so quite as frequently. Still, questioning to promote higher-level understanding should be present in *every* lesson.
5. All of the techniques in the list of examples to the right can be effective types of questions to develop higher-level understanding if they are well-executed and appropriate to the lesson objective. However, each of these techniques can also be used ineffectively. A teacher should not receive credit simply for using a technique on the list. In order to be credited as effective, the question must be well-executed and appropriate to the objective and thus succeed in developing higher-level understanding.

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is **minimally effective** at developing higher-level understanding through effective questioning.

The following best describes what is observed:

- The teacher sometimes develops higher-level understanding through effective questioning.
- Some of the questions used may not be effective in developing higher-level understanding. For example, the teacher might ask questions that are unnecessarily complex or confusing to students.
- The teacher may repeatedly use two or three questions.

Teacher is **ineffective** at developing higher-level understanding through effective questioning.

The following best describes what is observed:

- The teacher rarely or never develops higher-level understanding through effective questioning.
- Most of the questions used may not be effective in developing higher-level understanding. For example, the teacher might ask questions that do not push students' thinking.
- The teacher may only use one question repeatedly. For example, the teacher might always ask students "Why?" in response to their answers.

Examples of types of questions that can develop higher-level understanding:

- Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze," "classify," "compare," "decide," "evaluate," "explain," or "represent")
- Asking students to explain their reasoning
- Asking students to explain why they are learning something or to summarize the main idea
- Asking students to apply a new skill or concept in a different context
- Posing a question that increases the rigor of the lesson content
- Prompting students to make connections to previous material or prior knowledge



TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

NOTE: In 2010–2011, only the Teach domain of the Teaching and Learning Framework will be assessed.

		LEVEL 4 (HIGHEST)	LEVEL 3
		TEACH 8: MAXIMIZE INSTRUCTIONAL TIME	
TLF T8		<p>Teacher is highly effective at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing; and effective classroom management.</p>	<p>Teacher is effective at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing; and effective classroom management.</p>
		<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • Routines and procedures run smoothly with minimal prompting from the teacher; students know their responsibilities and do not have to ask questions about what to do. • Transitions are orderly, efficient, and systematic, and require little teacher direction. • Students are never idle while waiting for the teacher (for example, while the teacher takes attendance or prepares materials). • Students share responsibility for the operations and routines in the classroom. • The lesson progresses at a rapid pace such that students are never disengaged, and students who finish assigned work early have something else meaningful to do. • The flow of the lesson is never impeded by inappropriate or off-task student behavior, either because no such behavior occurs or because when such behavior occurs the teacher efficiently addresses it. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • Routines and procedures run smoothly with some prompting from the teacher; students generally know their responsibilities. • Transitions are generally smooth with some teacher direction. • Students are only idle for very brief periods of time while waiting for the teacher (for example, while the teacher takes attendance or prepares materials). • The teacher spends an appropriate amount of time on each part of the lesson. • The lesson progresses at a quick pace, such that students are almost never disengaged or left with nothing meaningful to do (for example, after finishing the assigned work, or while waiting for one student to complete a problem in front of the class). • Inappropriate or off-task student behavior rarely interrupts or delays the lesson.

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is **minimally effective** at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing; and effective classroom management.

The following best describes what is observed:

- Routines and procedures are in place but require significant teacher prompting and direction; students may be unclear about what they should be doing and may ask questions frequently.
- Transitions are fully directed by the teacher and may be less orderly and efficient.
- Students may be idle for short periods of time while waiting for the teacher.
- The teacher may spend too much time on one part of the lesson (for example, may allow the opening to continue longer than necessary).
- The lesson progresses at a moderate pace, but students are sometimes disengaged or left with nothing meaningful to do.
- Inappropriate or off-task student behavior sometimes interrupts or delays the lesson.

Teacher is **ineffective** at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing; and effective classroom management.

The following best describes what is observed:

- There are no evident routines and procedures, so the teacher directs every activity; students are unclear about what they should be doing and ask questions constantly or do not follow teacher directions.
- Transitions are disorderly and inefficient.
- Students may be idle for significant periods of time while waiting for the teacher.
- The teacher may spend an inappropriate amount of time on one or more parts of the lesson (for example, spends 20 minutes on the warm-up).
- The lesson progresses at a notably slow pace, and students are frequently disengaged or left with nothing meaningful to do.
- Inappropriate or off-task student behavior constantly interrupts or delays the lesson.



TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: TEACH

NOTE: In 2010–2011, only the Teach domain of the Teaching and Learning Framework will be assessed.

	LEVEL 4 (HIGHEST)	LEVEL 3
TEACH 9: BUILD A SUPPORTIVE, LEARNING-FOCUSED CLASSROOM COMMUNITY		
TLF T9	Teacher is highly effective at building a supportive and learning-focused classroom community.	Teacher is effective at building a supportive and learning-focused classroom community.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • Students are invested in the success of their peers. For example, they can be seen collaborating with and helping each other without prompting from the teacher. • Students may give unsolicited praise or encouragement to their peers for good work, when appropriate. • Student comments and actions demonstrate that students are excited about their work and understand why it is important. • There is evidence that the teacher has strong, individualized relationships with students in the class. For example, the teacher might demonstrate personal knowledge of students' lives, interests, and preferences. • Students may demonstrate frequent positive engagement with their peers. For example, they might show interest in other students' answers or work. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • Students are invested in their work and value academic success. For example, students work hard, remain focused on learning without frequent reminders, and persevere through challenges. • The classroom is a safe environment for students to take on challenges and risk failure. For example, students are eager to answer questions, feel comfortable asking the teacher for help, and do not respond negatively when a peer answers a question incorrectly. • Students are always respectful of the teacher and their peers. For example, students listen and do not interrupt when their peers ask or answer questions. • The teacher meaningfully reinforces positive behavior and good academic work as appropriate. • The teacher has a positive rapport with students, as demonstrated by displays of positive affect, evidence of relationship building, and expressions of interest in students' thoughts and opinions.

Notes:

1. If there are one or more instances of disrespect by the teacher toward students, the teacher should be scored a Level 1 for this standard.
2. Brief interruptions due to student excitement (for example, when a student accidentally shouts out an answer because s/he is excited to respond to the question) should not be counted against a teacher unless they occur constantly and significantly interfere with the lesson or with the ability of other students to respond.

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is **minimally effective** at building a supportive and learning-focused classroom community.

The following best describes what is observed:

- Students are generally engaged in their work but are not highly invested in it. For example, students might spend significant time off-task or require frequent reminders; students might give up easily; or the teacher might communicate messages about the importance of the work, but there is little evidence that students have internalized them.
- Some students are willing to take academic risks, but others may not be. For example, some students might be reluctant to answer questions or take on challenging assignments; some students might be hesitant to ask the teacher for help even when they need it; or some students might occasionally respond negatively when a peer answers a question incorrectly.
- Students are generally respectful of the teacher and their peers, but there are some exceptions. For example, students might occasionally interrupt, or might be respectful and attentive to the teacher, but not to their peers.
- The teacher may rarely reinforce positive behavior and good academic work, may do so for some students but not for others, or may not do so in a meaningful way.
- The teacher may have a positive rapport with some students but not others, or may demonstrate little rapport with students.

Teacher is **ineffective** at building a supportive and learning-focused classroom community.

The following best describes what is observed:

- Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused and not working hard, be frequently off-task, or refuse to attempt assignments.
- Students are generally not willing to take on challenges and risk failure. For example, most students might be reluctant to answer questions or take on challenging assignments, most students might be hesitant to ask the teacher for help even when they need it, or students might discourage or interfere with the work of their peers or criticize students who give incorrect answers.
- Students may frequently be disrespectful to the teacher or their peers. For example, they might frequently interrupt or be clearly inattentive when the teacher or their peers are speaking.
- The teacher may never reinforce positive behavior and good academic work, or s/he may do so for only a few students.
- There may be little or no evidence of a positive rapport between the teacher and the students, or there may be evidence that the teacher has a negative rapport with students.



TEACHING AND LEARNING FRAMEWORK (TLF) RUBRIC: INCREASE EFFECTIVENESS

NOTE: In 2010–2011, only the Teach domain of the Teaching and Learning Framework will be assessed.

	LEVEL 4 (HIGHEST)	LEVEL 3
TLF IE1: ASSESS STUDENT PROGRESS		
TLF IE1	Teacher: 1) routinely uses assessments to measure student mastery of content standards; 2) provides students with multiple ways of demonstrating mastery (for example, selected response, constructed response, performance task, and personal communication); and 3) provides students with multiple opportunities during the unit to demonstrate mastery.	Teacher: 1) routinely uses assessments to measure student mastery of content standards; and 2) provides students with multiple ways of demonstrating mastery (for example, selected response, constructed response, performance task, and personal communication).
TLF IE2: TRACK STUDENT PROGRESS DATA		
TLF IE2	Teacher: 1) routinely records the student progress data gathered in IE 1; 2) uses a system (for example, gradebooks, spreadsheets, charts) that allows for easy analysis of student progress toward mastery; and 3) at least half of the students know their progress toward mastery.	Teacher: 1) routinely records the student progress data gathered in IE 1; and 2) uses a system (for example, gradebooks, spreadsheets, charts) that allows for easy analysis of student progress toward mastery.
TLF IE3: IMPROVE PRACTICE AND RE-TEACH IN RESPONSE TO DATA		
TLF IE3	In response to IE 2, the teacher: 1) re-teaches , as appropriate; 2) modifies long-term plans , as appropriate; and 3) modifies practice , as appropriate.	In response to IE 2, the teacher: 1) re-teaches , as appropriate; and 2) modifies long-term plans , as appropriate.

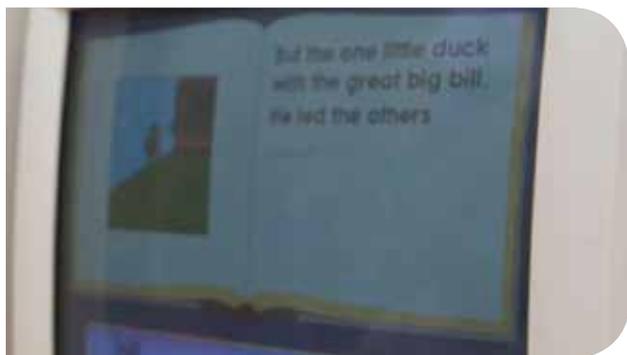


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LEVEL 2	LEVEL 1 (LOWEST)
<p>Teacher routinely uses assessments to measure student mastery of content standards.</p>	<p>Teacher does not routinely use assessments to measure student mastery of content standards.</p>
<p>Teacher routinely records the student progress data gathered in IE 1.</p>	<p>Teacher does not routinely record student progress data gathered in IE 1.</p>
<p>In response to IE 2, the teacher re-teaches, as appropriate.</p>	<p>Teacher does not re-teach.</p>



Michael DeAngelis

